



Articles

Citing Others' Works in Academic Texts: How Non-native Writers of English Across-disciplines Use Reporting Verbs and Reporting Signals in Their Research Article Introductions

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A B S T R A C T

This study is aimed at investigating how Indonesian writers in multidiscipline use reporting verbs (henceforth RVs) and reporting signals (henceforth RSs) in their research article introductions in English. Fifty research articles (henceforth RAs) were chosen on purpose from the recent edition of five different English language journals in Multi-disciplines published in Indonesia (i.e., 10 from Applied Linguistics, 10 from Medicine, 10 from Animal Husbandry, 10 from Engineering and Technology, and 10 from Geography). The results reveal that the most frequent groups of RV found in the RA introductions are SHOW and ARGUE groups; while the most frequent RS is Reporting Noun. It is also found that Indonesian writers in the data of this research tend to use RVs in Present and Past Tense. These findings are similar to those of previous studies where there is no important difference between English native and non-native speakers in using RVs in their RAs. This implies that Indonesian writers of the articles used in this study have used RVs in a similar way to English native speakers. This is because the RAs used in this research were taken from reputable international journals indexed by Scopus and/or Web of Science.

I. INTRODUCTION

Citing other author's works is one of the most crucial characteristics of scholarly texts such as essays, thesis, dissertation, seminar papers, and articles (Arsyad & Adila, 2018; Dontcheva-Navratilova, 2016; Hyland, 1999; Kamimura, 2014; Kwan, 2009; Kwan et al., 2012; Shooshtari et al., 2017). It is almost impossible to write an academic text without reviewing or citing other author's works. In the introduction section of a research article, for example, writers cite the work of others especially in the literature review part of the section to argue convincingly that their research topic is crucial and/or attractive and their research project is needed based on critical analyses of previous relevant studies (Swales, 2004). Therefore, in this section writers need to highlight gaps in previous studies

on the same or similar topics and reflect on other works done in a particular area of study (Berhail, 2017).

In citing other author's work, one of the most important aspects to consider is the use of appropriate RVs; this is because writers must match the choice of RVs with their position or stance toward the information cited in the reference (Ramoroka, 2014). In other words, the choice of RVs will enable writers to position their work in connection with the works of other writers in a particular field of research (Yeganeh & Boghayeri, 2015). This study investigated the frequency of the most used reporting verbs and their function in the Introduction and Literature Review sections of research articles (RAs). Hyland (2002) claims that RVs are used to express the author's point of view

and connect it to the reader's ideas but writers in a particular discipline or language may use RVs differently from writers in other disciplines or languages do (Hyland, 1999; Ramoroka, 2014). Similarly, according to Thomas & Hawes (1994), RVs are used to imply the author's belief or opinion and to show his or her position towards other author's works.

The use of RVs in academic writing can be for several purposes: 1) to present what research has and has not been done on a particular topic in a particular field; 2) to show the author's familiarity with the field being or to be investigated; 3) to convince or persuade readers that their research topic and/or research project is essential and attractive; and 4) to position their work in a larger research context (Berhail, 2017). Using these functions, writers can justify their works by showing the gap of knowledge obtained from previous study results and accordingly the ways to report and evaluate previous relevant studies appropriately and effectively become a central skill of academic writing (Zhang, 2009). However, according to Yeganeh & Boghayeri (2015), non-native speakers sometimes misuse or use RVs interchangeably. Even though they have been professional writers and have successfully published papers in internationally indexed journals, Indonesian writers can face the same difficulty when writing in English. In other words, Indonesian writers can use RVs differently than international writers which will have an impact on the quality of their English articles. This is why it is crucial to understand how Indonesian writers from various fields use RVs and RSs in articles that have already been published in reputable or indexed international journals. With this in mind, this research aims to find answers to the following questions. Which RV groups are most commonly used in English RA introductions written by Indonesian writers in a variety of disciplines?

1. In multidiscipline RA introductions, which RSs (reporting noun, reporting adjective, and reporting adjunct) are most frequently used by Indonesian writers? and
2. In their English RA introductions in multidiscipline, which tenses of RVs (present tense, past tense, and present perfect tense) do Indonesian writers most frequently use?

The ways writers cite and use RVs in academic texts have been scrutinized by many investigators previously such as, by Malcolm (1987), Shaw (1992) aspect, or voice of verbs in academic writing often seems to be related to degrees of generality or relevance or to signal discourse functions like transition or foregrounding. The Introduction sections of some Ph.D theses were examined to determine the significance of verb form in reporting verbs like find or show. When forms were classified in relation to sentence function some correlation with tense was found. However, there were also correlations between tense and voice (past going with active and perfect with passive, Thomas & Hawes (1994), Thompson & Yiyun (1991), Loan & Pramoolsook (2015), Jaroongkhongdach (2015), Yeganeh & Boghayeri (2015)) this study investigated the frequency of the most used reporting verbs and their function in the Introduction and Literature Review sections of research articles (RAs, Jafarigohar & Mohammadkhani (2015) and Yilmaz & Özdem Erturk (2017)) few of those studies have been on the use of reporting verbs by Turkish EFL researchers. The purpose of this study is to investigate (1. These studies mainly investigated linguistic and discourse aspects of RVs such as tense and voice, forms and functions, and denotative and evaluative potentials of RVs found in academic texts. Some studies descriptively investigated how writers in a particular or group of disciplines in a particular language used RVs in their academic texts while others compared the ways native and non-native writers of English used RVs in their academic writings.

Studies by Hanania & Akhtar (1985) a feature which has been demonstrated across different genres of science writing, is here examined within one genre, reporting of research work in Master of Science theses. For this purpose, a sample of 20 theses in biology, chemistry, and physics was divided into five rhetorical sections (introduction, review, methods, results, discussion, Malcolm (1987), and Shaw (1992) aspect, or voice of verbs in academic writing often seems to be related to degrees of generality or relevance or to signal discourse functions like transition or foregrounding. The Introduction sections of some Ph.D theses were examined to determine the significance of verb form in reporting verbs like find or show. When forms were classified in relation to sentence

function some correlation with tense was found. However, there were also correlations between tense and voice (past going with active and perfect with passive) were oriented on the use of tenses of the RVs such as present tense, past tense, and present perfect tense. Malcolm (1987), discovered that present tense was used when writers address a general claim or claims already widely accepted by a particular discourse community; past tense was used when addressing specific claims while present perfect tense was used to refer to the conclusion of the findings of several studies in the past. Besides, Swales (2004) suggests that past tense is used to refer to a single study, the present tense is used as a reference to an area of inquiry and present perfect tense is used to refer to the state of current knowledge. Similarly, Weissberg & Bucker (1990) found that writers tended to use a past tense to address the findings of a single study while present tense was used when they addressed information already accepted as scientific fact.

The types and functions of citation and reporting in academic texts have also been investigated such as by Weissberg & Bucker (1990), Petrić (2007), and Yeganeh & Boghayeri (2015) this study investigated the frequency of the most used reporting verbs and their function in the Introduction and Literature Review sections of research articles (RAs). Three functions of citation have been proposed; these are 1) providing background information about a particular study, 2) showing that writers are already familiar with the research area being investigated, and 3) connecting a particular study to the available literature (Weissberg & Bucker, 1990). Petrić (2007) found that poorly-written theses tended to have descriptive rather than the analytic style of citations while well-written theses had citations for various rhetorical functions and purposes. Also, Gilbert (2015) suggests that writers use references to convince readers that their work is valid and important and therefore, they should read it.

Loan & Pramoolsook (2015) investigated the denotative and evaluative potentials of RVs used in TESOL Master theses written in English by Vietnamese students. They found that RVs classified as discourse acts were most dominantly used by the Vietnamese postgraduate students followed by research acts and cognition acts RVs consecutively. According to Loan and Pramoolsook, this may be

because the students were not aware of the rhetorical functions of RVs and their limited vocabulary of RVs. Besides, Jaroongkhongdach (2015) found that expert writers in Applied Linguistics tended to use factive RVs (i.e., the cited writers are believed to present true information or correct opinion) and non-factive RVs (i.e., writers do not give a clear attitude or stance toward the information provided by the cited writers) while Thai novice writers tended to use factive RVs. According to Jaroongkhongdach, the more frequent use of factive RVs by Thai novice writers implies that they avoided being critical towards the cited writers for academic, language competence, or cultural reasons.

Comparative studies on the use of RVs by native and non-native writers of English were conducted by Yeganeh & Boghayeri (2015) this study investigated the frequency of the most used reporting verbs and their function in the Introduction and Literature Review sections of research articles (RAs, Jafarigohar & Mohammadkhani (2015), and Yilmaz & Özdem-Erturk (2017) few of those studies have been on the use of reporting verbs by Turkish EFL researchers. The purpose of this study is to investigate (1. Yeganeh & Boghayeri (2015) this study investigated the frequency of the most used reporting verbs and their function in the Introduction and Literature Review sections of research articles (RAs found that, unlike Persian speakers, English native speakers used ARGUE group of RVs more frequently in Social Science than Natural Science texts while the use of FIND/SHOW group of RVs was more frequent in Natural Science than in Social science texts. Also, compared to Persian speakers, English native speakers used ARGUE group of RVs more frequently in both Social and Natural science articles. Jafarigohar & Mohammadkhani (2015) found that native and nonnative writers of English Language Teaching and Applied Linguistics use equally frequently RVs in their journal articles. According to Jafarigohar and Mohammadkhani, unlike the findings of previous studies, the diversity of linguistic competence between native and non-native writers of English did not affect the use of citation in their academic writings. However, Yilmaz & Özdem Erturk (2017) few of those studies have been on the use of reporting verbs by Turkish EFL researchers. The purpose of this study is to investigate (1) found that English native writers used a more diverse range of RVs

than non-native writers did when they compared how English native speakers and Turkish speakers used RVs in their English RAs in English Language Teaching (ELT) published in international journals. They found that Turkish writers tended to overuse RVs like 'revealed', 'indicated' and 'observed' but in general, six out of ten most frequently used RVs by Turkish and English speakers were the same. Thus, comparative studies on the use of RVs in academic texts by native and non-native speakers of English reveal inconsistent findings; some found differences while others found similarities. This is probably because of the different quality of texts investigated, such as articles published in national journals compared with those published in international journals. If the same quality of texts becomes the object of analyses then the results will possibly be the same or similar.

In the Indonesian context, studies on how writers cite other people's works in their academic writings have also been conducted such as by Safnil (2003), Adnan (2009) reflective reading journals (or reading logs, Arsyad et al. (2018), and Arsyad & Adila (2018). Arsyad (2003) found that Indonesian writers in Social Sciences and Arts & Humanities cited other's works for several different purposes: 1) to prepare reader's schemata by defining key terms, description of research topic history, and stating government policy relating to the research topic; 2) to back the concern of research topic by assuring readers that the issue raised in the study exists; 3) to essentially display to readers that they are already intimate with the research topic being investigated. In other words, by citing other author's works Indonesian writers implicitly tell readers that they are already familiar with the latest research developments on the topic of their research and therefore, they are eligible to research the topic.

A citation is a quote from or reference to an academic source, such as a book, article, or author, in the form of words, phrases, sentences, or groups of sentences, particularly in academic work. According to Thomas and Hawes (cited in Nanyue, 2013), reporting is 'The attribution of propositional content to a source outside the author of the article in the current situation and the marking of this by the presence of any of several signals of attribution (p.13).' Nanyue goes on to say that citation and

reporting are subtly different, even though they both serve the same objective of linking current work to previous work in the literature. The difference, according to Nanyue, is that citation requires a specific source of knowledge, such as a book, a text, an essay, a study, or a thesis, a dissertation or author/s explicitly stated in the texts but not in reporting. Nanyue provides the following examples to clarify the similarity and difference between a citation and reporting as the following taken from Nanyue (2013).

1. Some researchers have discovered that learning techniques are critical in the acquisition of a second language.
2. Native speaker norms in German and English vary, according to Kasper (1981).
3. According to previous studies, native speaker norms in German and English vary (Kasper, 1981).
4. In German and English, native speaker norms vary (Kasper, 1981).

According to Nanyue, sentence 1 in the above example is called reporting because it uses an RV (have found) and is written from a specific source of knowledge (some scholars), while the other three sentences are both citation and reporting because they indicate the source of cited information (the cited author's surname and the date of publication) and use RVs. Thus, almost all citations are considered reporting but not all reporting can be considered a citation.

Other linguistic signals determining whether or not a statement is counted as reporting, according to Thomas & Hawes (1994) are the use of 'reporting nouns' such as *previous studies*, *the scholar in this field*, 'reporting adjectives' such as *so-called*, *concerned* and 'reporting adjuncts' such as *according to*, *in the words of*. In this research, only RVs are used to consider whether or not a statement is reporting. In other words, unlike in Nanyue, this research considers reporting in a more specific sense.

Adnan (2009) reflective reading journals (or reading logs argues that, unlike international writers, Indonesian writers seldom criticize other writers' works in their RA introductions to create a research space; this is likely because Indonesian writers believe it is unnecessary to do so. After all, there

is a culturally more appropriate way to persuade readers that their research activity is significant. They just need to show that there was a serious practical issue on a significant subject that needed to be researched or solved. Another explanation may be that Indonesian writers do not have to fight as hard for publication in an Indonesian research journal. Thus, the literature review style contained in the Indonesian RA introduction is influenced by the context of the study and the style of journal article writing in Indonesia, not by the language of the article.

Finally, Arsyad et al., (2018) and Arsyad & Adila (2018) investigated the ways Indonesian writers in Medical, Science, and Engineering cite relevant references in their English RA introductions published in reputable or indexed international journals. They found that similar to Adnan (2009) reflective reading journals (or reading logs, Indonesian writers when citing other people's works tended to present positive justification rather than critiquing them. Also, unlike English writers, Indonesian writers preferred using a non-integral type of citation to the integral one and tended to use present tense than other tenses in citing the relevant literature. According to Arsyad & Adila (2018), this entails that albeit writing articles in English, the Indonesian writers still utilized the rhetorical style common in Indonesian academic tradition.

Although there have been studies on how Indonesian writers cite relevant references in their academic texts as discussed above, to the knowledge of the present writers, no comparative study has been conducted particularly on how Indonesian writers in multidiscipline use RVs and

RSs in their English RA introductions. This is the rationale of this study; that is to investigate how Indonesian writers in multidiscipline use RVs and RSs in their English RA introductions published in international reputable or indexed journals. This is important to educate Indonesian new faculty members and postgraduate students from various fields to use RVs appropriately following the common citation style in their field. According to Jaroongkhongdach (2015), new writers need to be taught and trained how to use RVs and RSs correctly and appropriately when writing academic texts in English such as thesis, dissertation, seminar papers, and journal articles.

II. METHODS

The Corpus of the Study

The articles in the data of this research were taken from five different English journals published in Indonesia; these journals are categorized as international reputable or indexed journals because they are already indexed by Scopus. The distribution of the articles in the corpus of this research is shown in the following table.

Table 1 shows that RA introductions in the field of Applied Linguistics have the most words, with an average of 1.572 words per article, and hence the most cited references. The articles chosen from the five journals were taken from recent issues to reflect the current characteristics of the articles published in the journals and the disciplines. These five journals were selected based on several considerations as the following: 1) the journals publish RAs written in English by Indonesian writers for both Indonesian and foreign readers;

Table 1: The Articles in the Corpus of the Study

No.	Journals	Code	Discipline	# of articles	Average # of words/article	Average # of references/ article
1.	Indonesian Journal of Applied Linguistics	IJAL	Applied Linguistics	10	1.572	40.9
2.	Acta Medica Indone-siana	AMI	Medicine	10	315.5	25.5
3.	Indonesian Journal of Geography	IJG	Geography	10	726	30.2
4.	Tropical Animal Sci-ence Journal	TASJ	Animal Husbandry	10	568	33.1
5.	Journal of Engineering and Technological Sciences	JETS	Engineering and Technology	10	609	22.2

2) the journals publish RAs in a variety of fields.
 3) the journals are open-access, which means that the papers can be freely read and downloaded;
 4) the journals are mainstream and prestigious in Indonesia, as shown by the fact that they are indexed in several databases i.e., introduction, methods, results, and discussion or IMRD.

The reason for choosing 50 papers included in the data of this study is because it is thought that with this number of articles, they will reflect the citing style used by journal editors, the debate group, and the writers when writing their introduction sections. According to Corder & Foreman (2014), the number of texts needed for quantitative analysis must be at least 30. For example, a study looking at the terminology used to prove knowledge statements and the language used to prove arguments in high-impact Physic journals by Parkinson (2011) included only 30 articles.

Data Analyses Procedure

To answer the first research question about the frequency of RVs used by Indonesian writers in English RA introductions across disciplines, an attempt was made to pick RVs that appeared frequently in the study's data. The list was compiled by looking up all RVs in the data of the study that was used in each RA introduction. The RVs were listed after collecting a list of the most widely used RVs from the RA introductions following Francis and Hunston (1996) as follows.

1. ARGUE: verbs that deal with speech, writing, and other means of communication, such as argue, say, point out, write, infer, assert, retain, recommend, imply, note, and so on.
2. THINK: verbs that deal with thought, such as belief, expect, feel, carry, believe, and so on.
3. SHOW: verbs that signify a fact or condition, such as "show," "demonstrate," and "reveal," among others.
4. FIND: verbs that apply to knowing or thinking about something, such as find, observe, discover, or suggest.
5. ADD: verbs that describe the relationship between something said or written and something else said or written, such as add, repeat, check, and so on.

The second research question was answered by

identifying other linguistic signals used by the Indonesian writers when referring to other authors' work in their texts other than RVs, such as reporting nouns, reporting adjectives, and reporting adjuncts following Nanyue (2013) as discussed above. A complete checklist as a research instrument is attached in the appendix. Then, the average frequency of the RSs from each discipline was calculated to see the difference (if any) among the disciplines of the articles. Finally, to compare how Indonesian writers and international writers use RVs and RSs in their RA introductions, the data from previous studies were used as a comparison. Besides, to answer the third question, the tenses of the RVs (present tense, past tense, and present perfect tense) were identified by looking at the verb form used in the reporting statement.

Validating the Data Analysis Results

To validate the data analysis results, an independent coder was used in this study. The independent coder was a lecturer with a doctorate in English education from the Education Faculty of Bengkulu University. The independent coder was first introduced and trained on how to recognize probable RVs in the texts as well as the tenses of the RVs using examples. She was then given two weeks to complete the RVs identification processes for all ten randomly selected RA introductions from the corpus of this research. After that, the inter-coder correlation relationship was measured, and the results showed an excellent agreement of 80 percent (Kanoksilapatham, 2005). The only difference was in classifying the RVs in the RA introductions, although there was almost no difference in coding the RSs and RV tenses. A full agreement was eventually reached after several meetings between the researcher and the independent coder.

III. RESULTS AND DISCUSSION

Results

Reporting Verbs in the Five Groups of Articles

Data analysis results show that RVs' average frequency in the articles from five different fields is different. The data is displayed in the following table.

Table 2 shows that among five sets of articles the article from the field of Animal Husbandry used RV most frequently with a total of 69 or 6.9 per

Table 2: The Frequency of Reporting Verbs in the Articles

No.	Field of Discipline	Argue	Think	Show	Find	Add	Total	Average
1	Engineering & Technology	11	1	12	6	18	48	4.8
2	Medicine	0	0	10	8	0	18	1.8
3	Animal Husbandry	20	1	29	5	14	69	6.9
4	Geography	13	1	3	2	2	21	2.1
5	Applied Linguistics	41	3	10	9	2	65	6.5
Total		85	6	64	30	36	221	

article followed by the field of Applied Linguistics with 65 or 6.5 per article, and then Engineering & Technology with 48 or 4.8 per article. It is also apparent that among the five RV groups (ARGUE, THINK, SHOW, FIND, AND ADD), the verb group ARGUE and SHOW are the most frequently used by Indonesian writers and the least frequently one is the verb group THINK. The examples of 'show' and 'argue' taken from the articles in this study's data are given below.

Extract 1

According to Olsen and Kagan (1992), CL would be more successful if it is assisted by five key structures: aims, incentives, students' tasks, materials, and laws (IJAL-5).

The above example is taken from the field of Applied Linguistics with the title 'Integrative and instrumental but low investment: The English learning motivation of Indonesian senior high school students', attained from Indonesian Journal of Applied Linguistics, Vol. 9(3), 493-507. The use of the verb 'argue' in the context above is to give reasons or evidence as support to a statement, belief, or idea. Besides, it is inclined to persuade others (readers) to respond. Therefore, the use of the verb 'argue' in the context above is categorized as RVs.

Extract 2

Data from the Directorate General of Plantations in 2012 **shows** that 3% of the rubber-wood plantations in Indonesia are replanted annually, resulting in approximately 844,500 m³ of rubber-wood waste (JETS-3).

The above example is taken from an article in the field of Engineering & Technology with the title 'Torrefaction of Rubber-wood Waste: The Effects of Particle Size, Temperature & Residence Time', published in the Journal of Engineering and Technological Sciences ITB, Vol. 52(2), 137-152. The use of verb 'shows' in the context above indicated the fact or situation which has been informed or shown by Data from the Directorate General of Plantations. Therefore, the verb 'shows' in the context above is classified as an RV.

The Use of Reporting Signals (RSs) in the Five Sets of Articles

Data from the articles also show that the use of RSs in the five groups of articles is different from one discipline to another. The average frequency of RSs in the articles is given in the following table.

Table 3 shows that the most frequent RS type used in the RAs is reporting nouns with 96 or 74.42%. The example of Reporting Nouns in the RA Introduction is given below.

Table 3: The Use of Reporting Signal Types in the RA Introductions

No	Field of Discipline	Reporting Nouns	Reporting Adjectives	Reporting Adjuncts	Total	Average
1	Engineering & Technology	16	2	1	19	1.9
2	Medicine	14	-	3	17	1.7
3	Animal	14	3	7	24	2.4
4	Geography	22	-	9	31	3.1
5	Applied Linguistics	30	-	8	38	3.8
Total		96	5	28	129	

Extract 3

A previous study detected adiponectin in catheter-injured vascular walls of rats but not in intact vascular walls (AMI-8).

The above example was taken from the field of Medicine with the title 'Plasma Concentrations of Adiponectin in Patients with Coronary Artery Disease and Coronary Slow Flow', attained from Acta Medica Indonesiana, the Indonesian Journal

of Internal Medicine, October 2019, 51(4): RS Nouns example: The phrase *A previous study* indicates a Reporting Noun because it refers to a reference in or outside the text. Therefore, it is classified as an RS.

The Tenses of the Reporting Verbs

Data analysis results show that the tenses of the RVs in the five different sets of the article also vary as can be seen in the table 4.

Table 4: Tenses of the Reporting Verbs in the RA Introductions

No.	Field of Discipline	Present Tense	Past Tense	Present Perfect Tense	Total	Average/article
1	Engineering & Technology	7	14	27	48	4.8
2	Medicine	2	10	6	18	1.8
3	Animal	37	26	6	69	6.9
4	Geography	11	10	-	21	2.1
5	Applied Linguistics	36	25	4	65	21.67
Total		93	85	43	221	
%		42.08	38.46	19.45	100	

Table 4 shows that present tense is the most frequently used tense by the Indonesian writers in using RVs with 93 or 42.08% followed by Past Tense with 85 or 38.46%. The examples of RVs in Present Tense and Past Tense are given below.

Extract 4

Data from the Directorate General of Plantations in 2012 **shows** that 3% of the rubber-wood plantations in Indonesia are replanted annually, resulting in approximately 844,500 m³ of rubber-wood waste (JETS-6).

Extract 5

Food and Agricultural Organization (FAO) **reported** that animal products should be increased by 60%-70% to fulfill the demand for the worldwide population in 2050 (Makkar et al., 2014)(TASJ-2).

Extract 4 in the above example was taken from RA Introduction in the field of Engineering & Technology with the title of 'Torrefaction of Rubber-wood Waste: The Effects of Particle Size, Temperature & Residence Time, retrieved from the journal of Engineering and Technological Sciences ITB, Vol. 52(2), 137-152. The verb *shows* in the context above uses the verb in the form of Present Tense and therefore, it is categorized as Present

Tense. Extract 5 was taken from RA Introduction with the title of 'Immune Responses and Egg Productions of Quails Fed Rations Supplemented with Larvae Meal of Black Soldier Fly (Hermetia illucens)', attained from the journal Tropical Animal Science Journal, March 2020, 43(1), 43-49. The use of the verb *reported* indicates a Past Tense. Therefore, the verb *reported* in this context is classified as Past Tense.

IV. DISCUSSION

The first question addressed in this research is what groups of RV are frequently used in the introduction section of English RAs written by Indonesian writers in multidiscipline. The results show that the most frequently used groups of RV are ARGUE and SHOW groups. This is probably because, the verb groups of SHOW are used to express validity, effect, and sort of confirmation to what has been found and to emphasize and demonstrate research findings Thomas & Hawes (1994). According to Junnak (2016), writers use these two groups of RV when referring to research findings on similar topics. These findings confirm Hyland's hypothesis that writers in the social sciences and humanities tend to use RV groups of ARGUE than those in other RV groups (Hyland, 2002). This finding resembles that of Yeganeh

& Boghayeri (2015) this study investigated the frequency of the most used reporting verbs and their function in the Introduction and Literature Review sections of research articles (RAs, who revealed that like English native speakers, Iranian writers used ARGUE group of RVs more frequently in Social Science than Natural Science texts while the use of SHOW group of RVs was more frequent in Natural Science than in Social science texts. According to Jafarigohar & Mohammadkhani (2015), the diversity of linguistic competence between native and non-native writers of English did not affect the use of citation in their academic writings. This implies that the RAs used in this study, although written by Indonesian writers or non-native speakers of English, are already similar to those written by English native speakers in terms of the use of RVs. This is because, the journals from which the articles were taken for the corpus of this research, are already reputable international journals indexed by international journal indexing organizations such as Scopus and/or Web of Science.

The second question put forward in this study is what RSs (reporting noun, reporting adjective, and reporting adjunct) are most frequently used by Indonesian writers in their English RA introductions. The results show that the most frequent RSs used in the data of this research are reporting nouns. According to Nanyue (2013), reporting noun is different from reporting verb in which it does not use a verb to refer to cited reference but a noun phrase such as 'previous studies' and 'scholars in the field' (p.14). This finding may imply that the Indonesian writers are more familiar with reporting nouns in academic texts such as journal articles than reporting adjectives and reporting adjuncts. Nanyue claims that reporting adjectives (e.g. so-called, concerned) and reporting adjuncts (e.g. according to, in the words of) are more often found in spoken language than in written one. Thus, the Indonesian writers may have met samples of reporting nouns in the references they read more often than reporting adjectives and reporting adjuncts.

The last question posed in this study is what tenses of RVs (present tense, past tense, and present perfect tense) are most frequently used by the Indonesian writers in multidiscipline in their English RA introductions. The results show that the most

frequent tenses of RV found in the RA introductions are Present Tense and Past Tense. This is probably because of a convention in academic writing that when writers cite research results of previous studies they use a past form of RV when they cite writers' opinion or idea they use a present form of RVs, and present perfect tense of RVs are used when pointing at an area of analysis (Swales and Feak, 2012). According to Swales and Feak (2012) the change from past tense to present perfect tense and then to present tense shows that the cited information is near the author's investigation in various forms, such as near the author's assumption, near the topic or the author's research results, or near the theory that is commonly admitted. This implies that the Indonesian writers of the RAs in the data of this research prefer citing research results and general information or knowledge rather than referring to an area of inquiry in their RA introductions.

Similar findings were reported by Un-udom & Un-udom (2020) the current study aimed at investigating (1, who revealed that 50.21 % of RVs found in their Applied Linguistics articles were in Past Tense. According to Un-udom and Un-udom, this could be because of the characteristic of the literature review in RA introduction which focuses on what people have done; therefore, the use of past form verbs are commonly found. However, this finding is different from that of Arsyad et al. (2018), who found that the most frequent tenses of RV in their medical RAs written by native speakers of English are Present Tense and Present Perfect Tense. According to Arsyad et al., this is because the RA writers in the corpus of their study prefer citing general knowledge and information from collective writers rather than citing the findings of a particular research.

V. CONCLUSION

From the results and discussion, it can be concluded that 1) the most frequently used groups of RV are 'argue' and 'show' groups, 2) the frequent RSs used in the RA introductions included in this study are reporting nouns, and 3) the most frequent tenses of the RV found in the RA introductions are Present Tense and Past Tense. These findings are similar to those of previous relevant studies and this implies that Indonesian writers in multidiscipline have complied with international standards in using RVs and RSs when writing in English and published in

reputable international journals. In other words, Indonesian writers in multidiscipline who have successfully published articles in reputable journals in Indonesia have no or minimum problems in using RVs and RSs when writing in English. Thus, the Indonesian writers published in reputable international journals in multidiscipline have been familiar with the citing style including the use of RVs used by international writers probably because they always read and cite articles published in international journals in English.

Suggestion

This research included only articles already published in reputable international journals in multidiscipline written by Indonesian writers and therefore, the results do not imply that all Indonesian writers such as young faculty members and postgraduate students have no or minimum problems in using RVs and RSs when writing RAs in English. To know whether or not young researchers and postgraduate students have problems in using RVs and RSs in their RAs, a further study on the same or similar topic is needed to include articles in multidiscipline written by postgraduate students and newly recruited faculty members.

Besides, although it is found that, the majority of Indonesian writers in multidisciplines published in reputable or indexed international journals in English do not have problems in using RVs and RS in their RA introductions it may not be the case for Indonesian young faculty members and postgraduate students. Therefore, it is important to introduce them to how to use RVs and RSs appropriately when writing journal articles especially those to be submitted to a reputable journal. This is because the choice of RVs and RSs in a journal article will affect the quality of the article and therefore will determine whether or not the article can be accepted to be published in a particular journal. The introduction can be through explicit teaching on how to use RVs and RSs in RAs or via indirect teaching while the students or the young faculty members read published RAs in English.

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APPENDIX**Research Instrument**

Article Code :

Article Number :

1. The Use of Reporting Verbs

Reporting Groups	Verb	Description & Examples	Frequency	Paragraph and Line Numbers
Argue		Verbs dealing with speaking, writing and other forms of communication, e.g. argue, suggest, point out, write, conclude, claim, maintain, propose, imply, and mention.		
Think		Verbs dealing with thinking, including, having a belief, knowing, understanding, hoping, fearing, e.g. think, assume, feel, hold, and believe.		
Show		Verbs indicating a fact or situation, e.g. show, demonstrate, and reveal		
Find		Verbs referring to coming to know or thinking something, find, observe, discover, and indicate		
Add		Verbs concerning with the relationship of something that is said or written to something else that has been said or written, e.g. add, repeat, and verify		

2. The Use of Reporting Statements

Types of Reporting Statements	Examples	Frequency	Paragraph and Line Number
Reporting Nouns	e.g. previous studies, scholar in this field, etc.		
Reporting Adjectives	e.g. so-called, concerned, etc.		
Reporting Adjuncts	e.g. according to, in the words of, etc.		

3. Tenses of Reporting Verbs

Tenses	Description and Examples	Frequency
Present Tense	Reference to state of current knowledge e.g., Native speaker norms in German and English differ (Kasper, 1981).	
Past Tense	Reference to single studies e.g., Kasper (1981) showed that native speaker norms in German and English differ	
Present Perfect	Reference to areas of inquiry e.g., Some scholars have found that learning strategies are crucial in second language learning.	